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Vital Education, The record of an
Experiment.

More than once the Editor of the Special Report on Education has done me the
rare and honourable task of asking me to write
a report of our work. I have had
some difficulties in complying because
such a report would be to some
extent the record of personal efforts
to work out an ideal of education
more or less personally evolved, but
I propose in the report of our work
that has for the year just closed (Roo - Panz)
study one as a living & living role
for use for reflection. He speaks of
the absolute vitality of the work
in the House of Education, a secondary
Training College for women teachers, chiefly
from wives in families. I have thought
sometimes that what Mr. Lester
characterizes as the "neglect"
of the public mind at home rest
on the subject of secondary education
is due to the fact that this "educa-

cannot always be described as bad
that young people are turned out
from our best schools devitalised
as far as their minds go. Now we
live in this Training College, know
very well how the sharp inquisitiveness
of a bad successor tastes; we have
many negligencies & ignorances
to cover over, but, we think,
we work upon a few plain
principles whose effect is
vitalisant. If we do not
proclaim our errors it is because
they are not due to the ideal
principles I am anxious to set
forth which I think certainly
will in intellectual vitality.
We do not seek among
young women who have graduated
or even 'matriculated' or have
passed any examination signi-
fying some such education at
standard. Young women are all
who are the mothers, over

at any rate from 10 to 15,000, to
have passed or have been prepared
for the Senior Local Committee
examination ^{say} in Padiob subdis-
trict modern languages. Satin Watches
will be the better if the ² hours
passed in two ² of the subjects of
the Native Local Examination.
In addition to this we other make
arrangements of some general cultural
reading, fluency in speaking
one or two foreign languages,
some musical ability. We
desire to find how few young
people may know the ^{will} way
so! who able to do ^{will} as possible
a ^{to} couple of other,
with this we will couple
we find that young people
come to us with replies more
open to the civilization that
people may be able to do
and able to in the yet the
training has nothing whatever

to do with training, but must be accomplished by the student himself, for himself & in his own time. In a. of two years the result is usually gratifying.

Our work in the College is limited to training; we do not consider that we teach except incidentally by way of complete training in the method of teaching given subjects of instruction; but in this way we cover a good deal of ground. Modern Languages receive much attention; the Gouin Method is our basis of work, as affording much training & development of the ear in cataloguing foreign words, & of the vocal organs in producing them; but as this method can be taught only by persons who have some command of the language we do a great deal in the way of reading & lecturing; The students for example go through considerable courses of French History & French

the beginning.

From the above of the teacher,
comes one I like a great deal is that
algebra should be taught on
the arithmetic that the pupils
should be early accustomed to
work with other symbols as well
as the digits. Our primary powermen
should be able to teach little boy,
I fear, as far as the 1st B. of Calcul.
at any rate

while in algebra they should be able
to teach the simple rules

The secondary powermen work at

The 1st & 2nd Books of Geol. according as their previous education has enabled them while at the same time reading such books as Claydon's Natural & Alpha. Post. Cliffs & Rivers, &c. or the Great Rivers, Rivers, & Canals.

A good deal of time is given to Science in connection with Nature Study. Physical Geography is largely deduced from an examination of the district, which is particularly rich in examples of water-sheds, River basins, sources, inlets - lakes, river tributaries. Geology in the same way is studied from the basis of the Geology of the district. The formation with outcrop of the lime stone - evidence of glacial action & volcanic disturbances. The flora & fauna of the country are carefully studied in situ & a general knowledge of biology & botany are obtained from such

work in first I come to our
short fedges

he nows a singularly well & covered
botanical garden to the students of
the Res. h. & T. The & well, an admirable
botanist who conducted it to us.
The student keep it up with much
pains, the to be as being appropriated
by the several professors. They go
through a course of Human Physiology
the piece added to the Curriculum
of the Nat. & math. Society, the Education
Board.

Nature work is usually to done
by anyone. Every one keeps a
Nature Diary, in which day by
day she notes or paints for
or objects that have interested
her. Some's are alike in nature
& Natural work. Every one knows
when & where the bird is first
to be seen the day he or the
water comes, where the curlew
is to be seen & where, where other

football matches. These, perhaps,
 also are to be seen and Bird
 walks, plant walks, for Lucy
 & Potro Valley walks at small
 expense or tickets with an
 authority on that particular
 subject are of almost daily
 occurrence; there is always
 an object for an expedition or
 a mountain climb. ~~Hand~~
 Hockey is the game in favour with
 us as it falls in with the less
 inviting mountaineering.
 Handicrafts receive much
 attention & afford a good
 deal of joyous exercise.
 The course of Cardboard
 Maya set by the Educational
 Handwork Board & by Minerva
 here we find an admirable
 basis for every sort of handicraft
 as culminating in the strength
 of hand struck of yore.
 No one goes through a rather long

flatnesses, curve of coast towns.
 Maya other handicrafts are taken up with singular industry.
 Carpentry, basket-work, bone-work,
 leather work, especially (was busy
 day modelling wood ^{when} curving).
 Those handicrafts like wood carvings
 bone-work &c depend largely on
 artistic feeling are probably aided
 by the art training the Thais receive.
 A training given on free artistic lines
 the aim of which is to enable them
 to express what they see in bold
 or varied watercolours or charcoal
 sketches.

The power of appreciation is even
 more carefully cultivated than the
 appreciation of this matter and
 are greatly indebted to a friend
 who has studied various repres-
 entations of perhaps every pattern
 in the cathedral, movement in which
 Mr. Burton described -

Through the lady's ^{possibly} before
 a hundred subjects

The students get some training with a
specialist of station and the students
learn to cook in order to be able to teach their
pupils. A good deal of attention is
given to Swedish drill & co-operation
measures (Mrs. Wordsworth).

That which links the students' employment
of the students gives impulse to the whole
is the theory practice of Education.

hours per week are devoted
to this subject & each student is
for about weeks in the Practical
School. It is in sole charge now of
one class now of another.

Every week two Criticism lessons
are given before the staff & the rest
of the students.

These details of work are probably
the same as in most Training Colleges
but for surely the students here are
a little differentiated by their clear
grasp of a set of working principles
which give them an easy use of
power and purpose.

We say that Education is an atmosphere, a discipline, a life; atmosphere differs from environment in being more percolating & less open to arbitrary manipulation.

By a discipline we understand the formation of the habits of the good life & of the alert intelligence;

By a life we understand that the function of education is to sustain the non-corporeal life by a fit nutrient of ideas.

The attitude of the teacher is expressed for us by Charles Humboldt Plant & our attitude towards subjects of instruction is figured in what we call our Educational creed,

that particular frescoed wall of the Spanish Chapel in Florence which represents the descent of the divine spirit first on those in the upper chamber then below on Men, previous to, again below on Prophets & apostles and again

What is the best way to Train up Children?

Each succeeding Age finds our Country dominated by a leading idea or, rather, by a pair of opposed ideas which, with much confusion of battle, work out practically the same results. 'National' imperial thinking' on the one hand & 'individual rights' on the other, are these moving ideas. If we range ourselves on the side of the 'imperial thinking' section, a great impetus, almost the impulse of a new nation, is given to parents. What more worthy thing can men & women do than bring up families of service to the State! The question of the training of children becomes of imperial importance. That is not a slight thing for it is good for us all to feel that we are an active part of a great whole. But there is a nebulous cloud of ideas about as to the best way of bringing up children, & the question of the 'best way' is likely to provoke much discussion.

P

As far as the physical care of children, we can better depend excepting always the few who follow after fads. Children should have a plentiful, (wholesome), simple diet, avoiding lard, meat, spices, paues tall highly-flavored foods. They should wear cleanable, simple, loosely-cut, garments. (Ruskin cloth, for example for girls). Should have as much air & exercise as can be contrived.

should not play over their books in the morning & should set up in time to wash & dress & especially, say their parents, do my little duties that fall to them & eat a good un-burned breakfast before they set off for school.

Most persons will accept all this as part of their scheme of duties towards their children.

But ~~if~~ children are persons, from the moment they begin to express themselves at all we know that they have ways & wills of their own & that we have to deal somewhere with what is, in fact, a contending force.

Some parents are so happy that, from the very beginning, their children are their staunch allies; while the history of other families is one of continual dissension & contention. Now the question is, must parent needs go on in a happy-go-lucky way sliding over or blundering against each difficulty as it comes up, or is there any art of parent-hood which can help the persons engaged in this most difficult of all professions to a few general principles.

We think there is. In the first place, deep in the nature of every human being are the two principles of decifit & overfull. Children are born overfull & 'there's not room where'. Parents are placed in a position overfull whether they choose it or not.

and this is for the sake of the children & not for the sake of the parents. She wears & bears of continual discussion as to whether this or that shall be done or evaded, is fatal to any progress in character. It is a most useless nervous strain upon the children. Children, too, are born to rule, but that is provided for in that Kingdom where we believe to which every child has an entrance. That a little autocrat should set himself to govern his parents is an inverted & mischievous order of things.

P "But how am I to rule when Tommy won't do things?" says a worn out mother. The conviction that they can rule & ought to rule, gently, justly, will for the children's sake be a great support to too difficult parents who are easily convinced that their children are in advance of themselves.

To recognise a principle is, in itself, a source of strength that to have another auxiliary in the force of habit.

"Use is second nature" we say & some do. Know that habit is ten natures. But we think that habits are come by chance affairs, of which there is no occasion to take heed. Now our habits rule nine-tenths of our lives. We cannot help our children forming habits. What we can do is to choose the habits they shall form.

Habit runs on the lines of nature for the most part;

the cowardly child habitually lies to escape blame, the
loving child has unmeaning habits, the bad-tempered
child has a habit of crying, the selfish child a
habit of keeping. Habit working according to nature
is simply nature in action, growing strong by exercise;
but habit to be the law to life the child must
work contrary to nature. Life finds in every home
children trained in habits of this ~~set~~ sort; there trained
in coarse habits who never soil their clothes, in
naïve ~~and~~ habits who say 'I don't know' about what
done at home, in courteous habits who make way for
their elders, & ~~also~~, there are children trained in
frudging habits who never offer to yield or go, or do
such habits as these, bad, (bad), or indifferent, are not
natural to the children, but as what their mothers have
brought them up to, case matter of fact, there is nothing
which a mother cannot bring his mind up to, there is
hardly a mother anywhere who does not some two or three,
or ~~one~~ sometimes, principles sometimes, as for the
power of habit enforcing nature will new channels
we have only to see a pantomime fairy dancing on
^{on a child during lesson} air of the like to know how bad, habit ^{may} be formed
mental habits are acquired in the same way for the
same reason.

the ~~so~~
automated, that
habits, the muscles from which uses they are
put to most easily, to the uses they are easiest
put to. The tissues of the brain behave in the same
way. They sometimes shape themselves to the thoughts
we most often think, of habits of obedience, or of wilfulness,
of greed or of generous giving, of effort or of idleness;
any normal child may be trained on the lines of
habits which his parents choose for him.

¹⁹⁴⁵ ~~parent~~ "But, says a parent, 'Mary is naturally sulky & un-
humble & Bob selfish; Fanny tells falsehoods, Ethel
will have her own way, in spite of anything & Ned is
unconquerably ~~bad~~ ^{naughty} Charles ~~thistles~~'. These, or some of
these, or some other hindrances of the like kind, are
pleaded by most parents with, "What can I do? I am
always telling 'em (or her), or, "I'm sure I've
scolded him enough about it", or, "I punish him
nearly every day", or, "I have tried little little rewards
can do", or, "I speak every Saturday when he has not lost
his temper during the week", & "nothing seems to make
any difference, I suppose we must just struggle
through." Once the

once the laws of habit have been discovered to us, then
really does seem to be a means of treatment. Men for
one another bad habit which like a fly, in the nine-

spirits, ~~more or less~~, an otherwise poor & pleasant life & parents who want to send at ~~for~~ ^{serviceable} citizens & noble patriots must consider at the outset what to do with a little laggard, or coward, or tyrant, or sullen kill-joy, who spoils the nursery & the home frivously. ^{Can't} ~~After~~ reforming such habits, especially the habit of obedience, is no doubt, the chief general concern of parents for children are naturally persons of good will with honest desires towards & right thinking right living.

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we may only deal directly with children we may not suggest the thoughts they ~~had~~ we wish them to think but may tell them straight what they are like. Bearing in mind the law of habit, however, when a habit is formed white to repetition of the same ease or thought but if an aversion-syndrome is set up in the brain, we can arrest temptation & distract in the world-old way used by old-fashioned nurses which is very simple & psychologically sound. The nurse places a restraining fit by simplifying the baby's rattle. The wife (too often) keeps her husband coming down on George's misbehavior by introducing some diverting topic. By means of diversion, the solemn stony or passionate outburst may be averted before the child knows he is displeased & 'naughty'. Feeling comes before thought. Through repeated acts, e.g. a child - such off looks some interesting thing while he is in the stage of feeling, the repeated record in the brain tissues of sulky fits, or passionate outbursts, may be broken, the bad habit stopped & a good & genial habit of temper introduced in its place. So soon as the child is old enough to use self-control, he should be taught how to keep himself in order, not by making himself before all the time but by thinking of something else until the bad fit is over.

we may make the lazy child diligent by letting him do his duty, & timed reward & seeing that he does it in the same time with play to follow. That is,

if our training in diligence is regular. 3

The untruthful child is often a puzzle to his parents; his false falsehoods are gratuitous & would appear to do neither harm nor good to himself nor anyone else. We must remember that children live a good deal in a Kingdom of make-believe where the imagination is as real to them as what takes place. Let them be fed with fairy-tales their imagination can quite distinguish from real life. The child who tells you a lion ran after him down the street is playing in the Kingdom of make-believe & otherwise mother smiles & says "poor boy, - 'pretend'?" But, if he says, "Mother met Mr. Jones who gave him a penny which he gave to a beggar," it is less easy to see that he is still making believe. He must have a little training gradually to make him accurate in reporting facts along with fairy-tales to feed his fancy.

(Bearing in mind that we can must be to form the habit of right-doing in whatever direction the child's tendency is to go we shall take pains to see that the right action is repeated, the wrong-doing arrested, for a few weeks say, until the desired habit is formed. As the child is a little bear them we shall instil the principles of right-conduct, the motives for right action. But meantime we must bear in mind that what we call 'failings', that is habitual transgressions of one sort: failures in truth, or kindness, or temper, have become physical failings in a sense,

that is, have made some sort of record in the brain substance that this record must be obliterated by stopping the bad habit & setting up a good one in its place.

If all the parents in England were to set themselves to train their children on some such lines as we have indicated, we should still all be liable to sudden fevers, temptation, sin; but possibly the habitual lounging, wasteful, kill-day, would tend to a dispensing entitled to disappear.